



U.S. Department of Education Green Ribbon Schools

2011-2012 Presentation of Nominee to the

U.S. Department of Education

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) [] Charter [x] Title I [] Magnet [] Choice

Name of Principal Dr. Rebecca Robinson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Munford Elementary School
(As it should appear in the official records)

School
Mailing Address 365 Cedars Road
(If address is P.O. Box, also include street address.)

Munford Alabama 36268
City State Zip

County Talladega State School Code Number* 061

Telephone (256) 315-5250 Fax (256) 315-5260

Web site/URL www.mes.tcboe.org E-mail rrobinson@tcboe.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Rebecca Robinson Date 3/16/2012
(Principal's Signature)

Name of Superintendent* Dr. Suzanne Lacey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Talladega County Schools Tel. (256) 315-5100

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Suzanne Lacey Date 3/16/2012
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.

toward the three Green School Pillars and Elements.

- 4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Alabama State Department of Education

Name of Nominating Authority Dr. Thomas R. Bice
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Thomas R. Bice Date 3/20/12
 (Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



Munford Elementary School Munford, Alabama

Summary of Achievements

One enters our school through a realistic cave with trickling water. A rock pathway with native trees and natural murals immediately offer excellent learning opportunities. At the hallways, each student enters “The Enchanted Forest”, travels to “Where the Wild Things Are”, or wades into the “Main Stream.” Welcome to our environmental experience for 735 students daily.

Located in the southern Appalachian Mountains, Munford Elementary is the first school in the southeast modeled after a forest and integrates forestry, conservation, and environmental education themes throughout the curriculum. Through “theme immersion,” daily instruction uses the physical design and interactive exhibits to convey environmental elements. Each exhibit was sponsored through successful partnerships with the Alabama Forestry Commission, Natural Resource Conservation Services, U.S. Forest Service, Georgia Pacific, and many other local organizations who collectively donated over \$275,000 for the museum-type displays and interactive exhibits. Additionally, these were correlated with the Alabama Course of Study to provide engaging experiences for the students. Exhibits include Products from Trees, Recycling, Animal Tracks, Water Quality, Soil Profiles, and Careers in Natural Resources.

Through partnerships created by the U. S. Forest Service and maintained by other agencies, Kronospan donated the mulch to cover the trail, and the Alabama Wildlife Federation gave \$1000.00 for materials and equipment. The local Boy Scout troop continues to hold work days to clear and clean the trail.

A \$30,000 U. S. Forest Service *Kids in the Woods* grant added a 125-seat amphitheater. This structure, located on the nature trail, is frequently used for speakers, ceremonies, and workshops.

We were the first school to become a part of the U. S. Forest Service Adopt a School program. One of the many benefits is the collaboration between other adopted schools. We participate quarterly in a telephone conference, share information on Google Share, and update projects on the national Sustainable Operations Website.

A “work in progress” for Munford Elementary School has been the Science Outdoor Classrooms. The goal of our school Environmental Committee is to transform the outdoor areas between the two wings of our school into active learning environments. For this goal, our school has received numerous grants totaling over \$23,000. These grants were awarded by Legacy, Rural Conservation and Development, Talladega Education Foundation, Alabama Association for Curriculum Development, and CBS *One Classroom at a Time*. Consequently, in 2010, we received the honor of being certified as an Outdoor Classroom by the Alabama Wildlife Association.

In 2006, we began a partnership with 21st Century Community Learning Centers (CCLC). As a 21st CCLC, we initiated annual Science Camps, a three-week summer enrichment program, which provides opportunities for students to be outside working in the butterfly garden and the greenhouse, planting tomatoes in raised beds, or taking extended environmental field trips. Students also participate in the Junior Master Gardener Program, an innovative 4-H youth gardening project. Students are able to carry healthy gardening experiences to their homes and communities.

Our school, built in 1999, was awarded the Southern Regional Foresters Conservation Education Award by the U. S. Department of Agriculture in 2000. In 2002, we were awarded the Environmental Excellence Award for outstanding community service by the Piedmont Group. The Helene Mosely Environmental Award was received in 2004 for working to instill in the next generation a commitment to good stewardship of forest resources, and for serving as a resource for students, teachers, and visitors in Talladega County. We were awarded the Energy Star Label Award from the U. S. Environment Protection Agency in 2009. Since that time, we have maintained a current energy rating of 95. Also in 2009 our school was recognized by the Council of Leaders in Alabama Schools (CLAS) as a CLAS Banner School; our application centered around our motto “Discovering Through Nature the Enchantment of Learning.” We were recognized in *Southern Living Magazine*, Alabama Public Television, Fox 6 *What’s Right With Our Schools*, state newspapers, and featured in *Alabama Education News*.

In 2011, a highlight year for our school, we received the prestigious Gold Healthier U.S. School Challenge Award for fitness and nutrition, and were recognized at the White House by First Lady Michelle Obama. Also, our National Get Outdoors Day event was awarded the state Ritchey G.R.E.E.N. Award.

Our students at Munford Elementary are the winners as they have the privilege of attending a school that emphasizes academics, health, fitness, and outdoor learning. Throughout the year, including the summer, students have fitness and study opportunities in the outdoor learning environments for 5-7 hours per week.

As evidenced by our Healthier U. S. Challenge Gold Award, we strive to stress the importance of healthy students in a quality, environmentally-rich atmosphere. Southeastern U.S. Forester Tom Peterson shared: “In my estimation, Munford Elementary serves not only as a model for Alabama, but for the nation; a model from which conservation leaders can emerge.”

Munford Elementary School

Pillar and points	Judge	TOTALS										
Pillar One (35)	25	25	24	25	25	24	28	22	21	24	37	280
Pillar Two (25)	23	23	20	23	21	22	20	23	22	20	21	238
Pillar Three (40)	31	29	24	26	24	27	25	24	24	26	20	280
Total (100)	79	77	68	74	70	73	73	69	67	70	78	798

ALABAMA GREEN RIBBON SCHOOL APPLICATION FORM**PILLAR ONE: The school has a net zero environmental impact****Element 1A: Zero greenhouse gas (GHG) emissions****ENERGY**

1A1. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? 2009

RESOURCES: [DOE and EPA ENERGY STAR for K-12 School Districts](#),
[DOE Purchasing Specifications for Energy Efficient Products](#)

1A2. If your school has reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: -10.6 %

Measurement unit used (kBtu/Square foot or kBtu/student): kBTU/sq.ft

Time period measured: **from** June 2006 **to** February 2012

RESOURCES: [EPA Portfolio Manager](#), [Database of State Incentives for Renewable Energy \(DSIRE\)](#)
[DOE's Better Building Manager](#)

1A3. What percentage of your energy consumption is derived from:

On-site renewable energy generation: 0 %

Purchased renewable energy: 0 %

RESOURCES: [Advanced Energy Design Guide for K-12 School Buildings](#),
[USGBC Center for Green Schools](#)

BUILDINGS

1A4. If your school has constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? 0 %

What is the total constructed area? 0 (SQ.FT.)

What is the total renovated area? 0 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

N/A

RESOURCES: [K-12 Guide to Energy Savings Performance Contracting](#)

1A5. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards? 0 %

What is the total building area? 80,528 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

N/A

RESOURCES: [ENERGY STAR for Federal Agencies](#)

1A6. If your school reduces or offsets the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO₂e) 50.63

Baseline Total GHG Emissions (MtCO₂e) 78.31

Change from Baseline: GHG Emissions (MtCO₂e) -26.89

Time period: from June 2006 to December 2011

Explain any offsets used? N/A

RESOURCES: [DOE State Energy Program](#)

1A7. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? **No** Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? **Yes**

RESOURCES: [EPA's Guidelines for Energy Management Overview](#), [EPA Portfolio Manager](#)

1A8. What percentage by cost of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? 0%

RESOURCES: [BIFMA's level Standard](#)

1A9. Does your school have an energy and water efficient product purchasing and procurement policy in place? **No**

RESOURCES: [EPA Portfolio Manager](#)

1A10. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available): **Since 2006, Munford Elementary School (MES) has been involved in a comprehensive energy management program coordinated by Energy Education Inc. of Dallas, Texas. During this time MES has saved 854,884 kilowatts of electricity and 33,646 ccf of natural gas. This has resulted in 184 metric tons of CO₂ not entering the environment. The data is documented in energy Cap Professional.**

Assessment tool: [Clean Air Cool Planet's Campus Carbon Calculator](#)

Element 1B: Improved water quality, efficiency, and conservation

1B1. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction: N/A%

Time period: from N/A to N/A

RESOURCES: [EPA WaterSense](#)

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? **facilities are checked weekly.**

RESOURCES: [EPA WaterSense: Outdoor Water Use](#)

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

N\A

RESOURCES: [EPA Drinking Water in Schools & Childcare Facilities](#)

1B4. Do **all** your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? **Yes**

If no, what percentage of the total consists of this type of plantings: N\A %

Describe the type and location of plantings: **We have landscaping in front of the school and in the courtyards. The plants and trees were chosen with the assistance of Armstrong Lawn Services.**

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

No If yes, describe these alternative water sources: N\A

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected? **No** If yes, describe how they are protected: N\A

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

Yes If yes, describe this program: **Local water supplier meets federal and state requirements for lead.**

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? **No**

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? **Yes**

If yes, how often is such cleaning conducted? At least once daily

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation:

There are rain barrels in the outdoor classroom to water the gardens; audits are conducted for leaks; and bills are audited monthly for usage.

GROUNDS

1B11. What percentage of your school grounds are devoted to ecologically or socially (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.) beneficial uses, including those that give consideration to native wildlife? 90% ?

Describe: **Grants from our community partners are helping us develop the school grounds to be ecologically and education focused. These include a nature trail, outdoor classrooms, large fields, and a playground.**

RESOURCES: [Fish and Wildlife Service Schoolyard Habitats](#)

Element 1C: Reduced waste production**Waste**

This section asks you to describe how your school is working towards the elimination of all solid waste through reduced consumption, reuse practices, and increased recycling.

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: 4 % (total amount reused, composted or recycled)/(total amount reused, composted or recycled used + total sent to a landfill or incinerator)

RESOURCES: [EPA WasteWise Re-TRAC](#)

1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: 30 % (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.)

Which standard did you use? Forest Stewardship Council

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF) ? 10 %

Hazardous waste

1D1. How much hazardous waste does your school generate? 0 lbs/student/year.

How was this calculated? CDC Hazardous Waste Self-Management Checklist

List each hazardous waste and the amount of each present at the end of the year 0

1D2. How does your school monitor hazardous waste?

We monitor hazardous waste for safe operations of the school environment. We follow federal guidelines for regular site inspections.

RESOURCES: [CDC Hazardous Waste Self-Management Checklist](#) , [Tennessee School Lab Chemical Cleanout Campaign Inventory](#) , [Design for the Environment](#)

1D3. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? **Yes**

1D4. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? **No**

1D5. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: 95 % How does your school dispose of unwanted computer and other electronic products? **Computers and electronic products are stored through our technology department and then disposed of through Veolia Environmental Services.**

RESOURCES: [EPEAT](#) , [EPA Reducing Risk From Hazardous Waste](#)

1D6. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

0 % Which standard(s) are you using? N/A

1D7. Is your school's custodial program based in the principles of effective management and "green" service? **No**

1D8. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): **No**

RESOURCES: [ISSA Cleaning Industry and Management Standards](#)

1C9. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste: **We have two BigBelly Solar waste and recycling stations that are used by the teachers, staff, and students for the disposal of trash and recycling material. All cleaning products purchased for use are highly certified for the safety of our students. We reuse cardboard boxes for projects in the classroom.**

Element 1D:Use of alternative transportation to, during and from school

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? **98** % Describe how this information been collected and calculated: **Located in a rural community, we have zero students who walk or bike to school. Every student has the availability of a school bus that lives within the school district. Percentage was calculated from local required documentation of transportation.**

RESOURCES: [DOT Pedestrian & Bicycle Safety](#)

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? **Yes**

RESOURCES: [EPA Clean School Bus USA](#)

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? **Yes**

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions): **N\A**

RESOURCES: [CHPS Transportation Plan](#)

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? **No**

RESOURCES: [Safe Routes to Schools](#)

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered:

All decisions made at MES regarding energy, buildings, water quality, grounds, waste, and hazardous waste are designed to keep our students safe and meets all federal regulations.

PILLAR TWO: The school environment has a "net positive" impact on student and staff health

Element 2A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds

Integrated Pest Management

2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides? **No**

2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? **No**

2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? **No**

2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? **No**

RESOURCES: [EPA Integrated Pest Management for Schools](#)

Ventilation

2A5. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? **Yes**

If yes, which standard is your school using? ASHRAE Standard 62.1-2010

2A6. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? **Yes**

2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? **No**

RESOURCES: [EPA Indoor Air Quality Tools for Schools](#)

Contaminant Controls

2A8. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months? **No**

What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? 0 %

RESOURCES: [EPA Radon Information](#)

2A9. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances & does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)? **Yes**

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? **Yes**

RESOURCES: [EPA Healthy Schools Environments Assessment Tool](#)

2A10. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices? Yes/No (Explain): **Yes, all unnecessary mercury containing devices have been replaced.**

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations? **Yes**

RESOURCES: [EPA Schools and Mercury](#)

2A11. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months? **N/A**

Secondhand Tobacco Smoke: Is smoking prohibited on campus? **Yes**

RESOURCES: [CDC Guidelines for School Health Programs to Prevent Tobacco Use](#)

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? **Yes**

RESOURCES: [EPA Managing Asthma in Schools](#), [CDC Tools for Making Your School Asthma-Friendly](#)

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? **Yes**

RESOURCES: [EPA Indoor Air Quality Tools for Schools](#)

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? **Yes**

Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? **Yes**

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? **Yes**

RESOURCES: [EPA Mold Remediation in Schools and Commercial Buildings](#)

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:

- Chemical purchasing policy, including low- or no-VOC products
- Chemical inventory
- Storage and labeling
- Training and handling
- Hazard communication
- Spills, clean-up and disposal
- Select EPA's Design for the Environment - approved cleaning products

Yes Explain: **Talladega County Schools has a county wide policy for chemical management.**

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff

Food and Nutrition

2B1. Has your school earned USDA's Healthier US School Challenge award for school food? **Yes**

List award level earned: Gold

RESOURCES: [USDA HealthierUS School Challenge](#)

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? 0%

RESOURCES: [USDA Farm to School Program](#)

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? 50%

Does the school have an onsite garden in which the students participate? **Yes**

RESOURCES: [USDA Agriculture In the Classroom](#)

2B4. Does the school have an onsite food garden? **Yes**

If yes, does the school garden supply food for the school cafeteria? **No**

Physical Education, Outdoor Opportunities, and UV Safety

2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? 100%

2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor time) per week? 180 minutes/week

2B7. What percentage of school-supervised physical education is spent outdoors? 80%

RESOURCES: [The President's Challenge](#), [The First Lady's Let's Move!](#)

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? 0%

RESOURCES: [EPA Sunwise Program](#)

Coordinated School Health, Mental Health, School Climate, and Safety

2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues? **Yes**

If yes, describe the health related initiatives or approaches used by the school:

The students participate in Jump Rope for Heart, Kindergarten Safety Week, Red Ribbon Week, Get Outdoors Day, and YMCA led activities. We also have an onsite nurse.

2B10. Does the school partner with any community groups to support student health and/or safety?

Yes

If yes, describe these partnerships:

The local YMCA brings their Catch Program for the students. The US Forest Service holds its annual Get Outdoors Day at Munford Elementary. This event encourages families to get outdoors safely and become physically active. Alabama Power brings their Safe-T-Opolis program to the 4th graders to teach safety around power lines while playing outside.

2B9. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

We have two courtyards designed to bring learning outdoors. The first includes many areas for students to sit outside and do their reading and writing. The second is a hands-on outdoor science lab. It includes a water feature, butterfly garden, turtle habitat, greenhouse, weather station, sundial, and raised-beds for gardening.

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Learning and Environmental Literacy

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

3A1. If your school is a high school, what percentage of last year's graduates participated in an regular or AP Environmental Education (EE) class:

Regular EE class? N/A %

AP EE class? N/A %

Briefly describe the classes: N/A

3A2. Does your school have an environmental or sustainability literacy graduation requirement? **N/A**

Describe: N/A

3A3. Are environmental and sustainability concepts integrated throughout the school's curriculum? **Yes**

Describe: **Munford Elementary works with community partners to coordinate the development and delivery of conservation education materials and programs. The school theme is "Discovering through Nature the Enchantment of Learning".**

RESOURCES: [State Education & Environment Roundtable](#), [Excellence in Environmental Education: Guidelines for Learning \(K-12\)](#)

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career? N/A %

What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? N/A %

RESOURCES: [Advanced Placement Environmental Science](#)

3A5. If neither your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? 97 %

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school? **Yes**

Describe these professional development opportunities including the number and percentage of teachers who participated in these over the last 2 years:

The Alabama Wildlife Federation presented a Project Wild and Project Aquatic training to over 90% of the teachers as one day of professional development. For half day of professional development, we brought all the elementary teachers to the amphitheater and shared with them teaching opportunities provided by the outdoor classrooms. We brought in guest speakers from the US Forest Service and Cooperative Extension Service as other community resources.

3A7. Does your school's environmental education program pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence: **Yes**

3A8. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level? **Yes**

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? **Yes**

How many hours per week on average do students spend in science content classes? **3.0 hours**

3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? **N/A**

Describe these college and career connections: N/A

Community and Civic Engagement

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? **No**

What percentage of these projects focused on environmental or sustainability topics? N/A %

What percentage of students satisfactorily completed such a project last year: N/A %

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? N\A %

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars? **Yes**

Briefly describe the scope and impact of these partnerships:

We are a participant in the "Adopt a School" program of the US Forest Service. Through this partnership our students have benefited from field trips, guest speakers, teacher workshops, community festivals, and the hiring of a Science Resource Teacher.

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)? **Yes**

If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills:

During many lessons the textbook is used as a non-fiction text resource. The students are also brought into the hallways where we have over \$250,000 of informational displays. Then the students can be taken outside to one of our outdoor classrooms to again reinforce the concept. For example, the kindergarten students learned about fall and the changing of the seasons through learning in the classroom, then they were brought into the hall and shown a display with the different colored leaves and did leaf rubbings on the display. We then went outside and saw those very trees on the nature trail. The students also collected leaves and sorted them by various characteristics. The displays in the hallways and outdoor classrooms, not only cover science standards, but math and social studies too.

RESOURCES: [Fish and Wildlife Service Schoolyard Habitats](#)

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee?

In the last three years the 5th grade students have scored 90%, 99%, and 97% on the Alabama Science Assessment. Our students have been taught to ask questions, conduct experiments, and analyze data through Project Based Learning, Strategic Teaching, and Formative Assessment.